

Title III Requirements

According to the No Child Left Behind Act of 2001 (NCLB), the SC Department of Education (SCDE) must hold LEAs that receive Title III funds accountable for meeting the Annual Measurable Achievement Objectives (AMAO) developed for English Language Learners (ELLs). The SCDE determines the AMAO status for LEAs based on three target criteria.

Title III AMAOs

- To meet AMAO, an LEA must achieve *ALL targets* defined by the state in all three areas.
- The AMAO targets set by the SCDE are based on the performance of English learners on the ELDA and performance of English learners on state administered achievement assessments (PASS & HSAP).

2011-2012

AMAO 1 Target Criteria

- **Progress toward English Language Proficiency:**

The South Carolina AMAO-making progress objective is that 22 percent of students in an LEA or a consortium of LEAs will make progress as defined by increasing their ELDA composite score one level each year. Consortia data for this calculation are combined.

2011-2012

AMAO 2 Target Criteria

- **Attaining English Language Proficiency:**

The South Carolina AMAO-proficiency objective is that 2 percent of students attain proficiency (currently composite score of 5 on ELDA) each year in each LEA and/or consortium. Consortia data for this calculation are combined.

AMAO 1 and 2 Targets

(2011-2014 pending USED approval)

English Language Proficiency Annual Targets	<u>AMAO 1</u> Progress in Acquiring English Language Proficiency	<u>AMAO 2</u> Attaining English Language Proficiency
2008–09 School Year	20%	0.5%
2009–10 School Year	21%	1%
2010–11 School Year	21.5%	1.5%
2011-12 School Year	22%	2%
2012-13 School Year	22.5%	2.5%
2013-14 School Year	23%	3%

AMAO 3 Target Criteria Title I & III Accountability

- **LEP Subgroup**

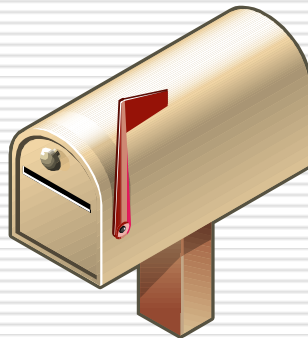
Title III LEAs must meet this objective for the LEP subgroup. The consortium data for this calculation is not combined.

<http://ed.sc.gov/data/ayp/>

Title III Requirements

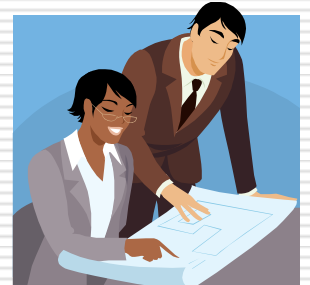
- Notify parents of English Language Learners (ELLs) that the LEA did not meet Title III Annual Measurable Achievement Objectives (AMAO).

(Year 1, 2, 3, 4)



Title III Requirements

- LEAs that did not meet their AMAO for two consecutive years are required to develop an improvement plan which will ensure that the LEA meets AMAO in the future.



Title III Requirements

LEAs that did not meet AMAO for four consecutive years, the state educational agency shall:

- require such entity to modify the entity's curriculum, program, and method of instruction; or
 - make a determination whether the entity shall continue to receive funds related to the entity's failure to meet such objectives; **and** require such entity to replace educational personnel relevant to the entity's failure to meet such objectives.
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Characteristics of Effective District LEP Programs

- Strong and actively involved leadership.
- Supportive district-wide climate.
- Strong effort is made to hire highly qualified teachers trained or endorsed in ESL.
- Customized learning environments at each school site.
- Collaboration and common goals between schools.
- Systematic student assessment across the district.
- Specific and appropriate professional development for *all* teachers who work with LEP/ELL students.
- Parental Involvement goes beyond the “informative level.”

Characteristics of Effective School LEP Programs

- Culturally responsive school climate.
- Shared sense of responsibility for LEP student success.
- Developmentally appropriate and challenging curriculum.
- High expectations for LEP students.
- Clustering Students in classrooms

Characteristics of Effective School LEP Programs

- Instruction builds on LEP students' prior knowledge and experiences.
- Instructional strategies that enhance understanding.
- Integration of content teaching with English language teaching.
- Valid and appropriate assessments that take into account the language acquisition stages and cultural backgrounds of LEP students.

Title III/ESOL District Improvement

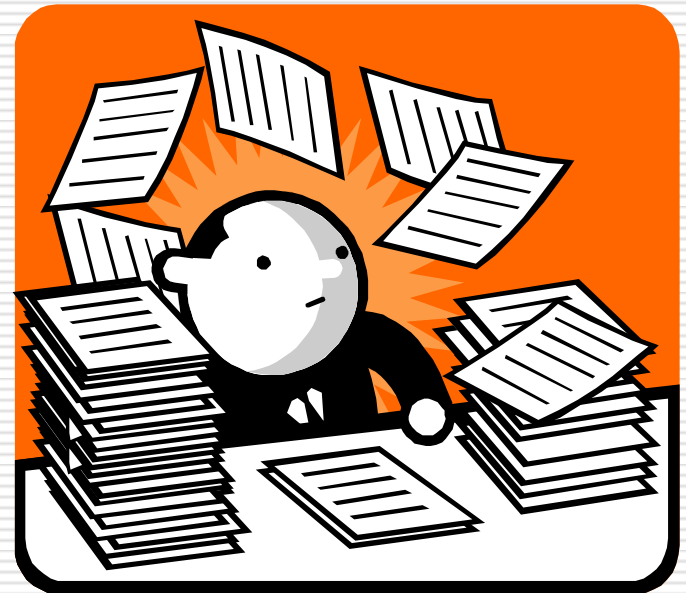
Any type of improvement plan or restructuring should be seen as an opportunity for an LEA to thoroughly evaluate their programs and assess what steps need to be taken, or changes that need to be made, so that the LEA is able to better serve the LEP population!



TITLE III/LEP District Improvement Plan



Title III District Improvement Plan



Title III LEA Application

Section I. Description of Programs and Initiatives

- How activities will ensure that LEP children develop English proficiency
- scientifically-based research
- Effectiveness of the programs in increasing
 - * English proficiency
 - * Academic achievement
 - * Enable children to speak, read, write, listen, and comprehend the English language

Professional Development

Provides high-quality professional development to all school personnel that is:

- * designed to improve instruction and assessment of LEP students.
- * designed to help teachers understand and use curricula, assessment measures, and instruction strategies for LEP students
- * based on scientifically-based research
- * of sufficient intensity and duration

Professional Development

- ESOL ITV Programs



- PD by Title III Staff
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Section II — The LEA Plan

- How will LEA promote parental and community participation in LEP programs?
- How will funding aid in LEA meeting AMAO?

Program Evaluation

- How has the district evaluated the effectiveness of their ESOL program?

What's working?

What's not working?



Title III Monitoring Visits

- Collaboration between ESOL and Mainstream Teachers
- Mainstream teachers accommodating ELLs in the mainstream classroom
- ESOL instruction should reinforce the same standards and content that ESOL students are learning in their mainstream classrooms.

ESOL Resources

1. Go to ed.sc.gov
2. Click on Programs & Services
3. Click on **Title III-English to Speakers of Other Languages**
4. Click on Teacher Resources

Teacher Resources

[ESOL Add-on Certificate Requirements](#) (78 KB PDF)

[South Carolina ESOL Standards](#) (281 KB PDF)

[Individualized Modifications/Accommodations Plan](#) (443 KB PDF)

[Performance Level Discriptors Chart, K-12](#) (167 KB PDF)

[SC Academic Standards ESOL Support Document](#) (143 KB PDF)

[ESOL Standards and PLD Correlation Chart](#) (272 KB PDF)

[SC ELA Academic Standards and PLD Correlation Charts](#) (1822 KB PDF)

[ESOL Resources: General, Literacy and Web-based](#) (222KB PDF)

[ESOL eMedia Updates 2011-12 Schedule SCETV Town Meetings](#) (43 KB PDF)

[etv StreamlineSC Past ESOL ITV and eMedia Town Meetings](#) (Requires a login, once logged in, type ESOL Updates in the search box to locate ESOL shows)

[Instructions on How to Obtain a StreamlineSC Passcode](#) (66KB PDF)

[eMedia and ITV Town Meeting Evaluation Form](#) (53 KB PDF)

English Learner (EL) Support Document

Considerations for English Learners (ELs)

- Identify your ELs using "ESL" codes in PowerSchool. Any "ESL" code other than 8 or 9 indicates an English Learner. The link below explains limited English proficient (LEP) coding.
http://ed.sc.gov/agency/programs-services/90/documents/CodingLEPStudentsApplicationofStateDef_000.pdf
- Be aware of the differences between social and academic language, Basic Interpersonal Communication Skills (BICS) vs. Cognitive Academic Language Proficiency (CALP). For example, a student who speaks English well may not have the academic English skills necessary to perform on grade level without accommodations.
- For assistance with making appropriate accommodations, contact your English to Speakers of Other Languages (ESOL) program representative (district or school) and/or other ESOL team members who can offer additional guidance. The link below is an example of an accommodations document.
<http://ed.sc.gov/agency/programs-services/90/documents/IndividualizedModificationsAccommodationsPlan.pdf>
- Note that ELs should be graded on their accommodated work and should not be failed due to their lack of English proficiency. All potential retention decisions should be elevated to the district ESOL coordinator before any failing grades are given to ELs. The link below provides guidance on enrollment and services for ELs.
<http://ed.sc.gov/agency/programs-services/90/documents/EnrollmentandServicesforLimitedEnglishProficientStudents.pdf>
- Teachers and other students should be aware of the cultural diversity (traditions, beliefs, and behavioral expectations) of ELs and their parents.
- Involve parents proactively in their child's education and communicate with parents in a language they can understand.
- Instructional strategies to use: assigning a buddy; building background knowledge; grouping with English speakers; grouping with others from similar language backgrounds; incorporating simplified text; using visuals, realia, manipulatives, graphic representations, and technology as appropriate.
- Please ask for support from the ESOL program representative at your school or district office when you have questions about meeting the needs of your ELs.

For more information about meeting the needs of English Learners please visit our Title III/ESOL Website at <http://ed.sc.gov/agency/programs-services/90/>

Helping English Learners (ELs) Access Academic Content Chart

English Learner (EL) Access Chart



English Proficiency Level	Student can		Teacher should
Stage 1: Pre-functional <ul style="list-style-type: none"> <input type="checkbox"/> silent period (no verbal production) <input type="checkbox"/> minimal comprehension of English <input type="checkbox"/> one/two word responses 	<ul style="list-style-type: none"> <input type="checkbox"/> listen <input type="checkbox"/> draw <input type="checkbox"/> point/choose <input type="checkbox"/> respond with actions <input type="checkbox"/> answer yes/ no 	<ul style="list-style-type: none"> <input type="checkbox"/> act out /perform <input type="checkbox"/> label <input type="checkbox"/> copy <input type="checkbox"/> repeat common phrases 	<ul style="list-style-type: none"> <input type="checkbox"/> use visuals and realia <input type="checkbox"/> modify speech, articulate, slower delivery rate, avoid idioms <input type="checkbox"/> focus on key vocabulary <input type="checkbox"/> ask for physical responses <input type="checkbox"/> use available media resources
Stage 2: Beginner <ul style="list-style-type: none"> <input type="checkbox"/> limited comprehension <input type="checkbox"/> social language emerges <input type="checkbox"/> simple sentences <input type="checkbox"/> reading largely limited to what has been learned orally 	<ul style="list-style-type: none"> <input type="checkbox"/> list <input type="checkbox"/> group <input type="checkbox"/> categorize <input type="checkbox"/> draw simple conclusions <input type="checkbox"/> understand basic grammatical structures 	<ul style="list-style-type: none"> <input type="checkbox"/> count <input type="checkbox"/> differentiate among choices <input type="checkbox"/> beginning to write in target language <input type="checkbox"/> give and follow one step directions 	<ul style="list-style-type: none"> <input type="checkbox"/> use yes/ no questions <input type="checkbox"/> ask for single word answers <input type="checkbox"/> use cloze exercises <input type="checkbox"/> teach text features <input type="checkbox"/> use read-alouds
Stage 3: Intermediate <ul style="list-style-type: none"> <input type="checkbox"/> increased comprehension <input type="checkbox"/> some basic errors in speech/ structure <input type="checkbox"/> writing limited to short responses <input type="checkbox"/> frequent grammatical errors 	<ul style="list-style-type: none"> <input type="checkbox"/> recall <input type="checkbox"/> restate <input type="checkbox"/> retell <input type="checkbox"/> give and follow multi-step directions 	<ul style="list-style-type: none"> <input type="checkbox"/> define <input type="checkbox"/> describe <input type="checkbox"/> role play <input type="checkbox"/> research with assistance 	<ul style="list-style-type: none"> <input type="checkbox"/> incorporate language from TV, radio, movies <input type="checkbox"/> model writing exercises <input type="checkbox"/> expand on student answers
Stage 4: Advanced <ul style="list-style-type: none"> <input type="checkbox"/> near fluent comprehension <input type="checkbox"/> more complex sentences <input type="checkbox"/> few errors in speech <input type="checkbox"/> increased reading comprehension <input type="checkbox"/> some errors in written language 	<ul style="list-style-type: none"> <input type="checkbox"/> define and explain <input type="checkbox"/> write independently <input type="checkbox"/> compare and contrast <input type="checkbox"/> summarize 	<ul style="list-style-type: none"> <input type="checkbox"/> create <input type="checkbox"/> predict <input type="checkbox"/> evaluate <input type="checkbox"/> determine cause and effect 	<ul style="list-style-type: none"> <input type="checkbox"/> use complex problem solving activities <input type="checkbox"/> use activities that explain, compare/ contrast, summarize, evaluate, predict <input type="checkbox"/> scaffold work to help students complete grade level assignments
Stage 5: English Proficient <ul style="list-style-type: none"> <input type="checkbox"/> grade level comprehension <input type="checkbox"/> complex written structures <input type="checkbox"/> grade level with few accommodations 	<ul style="list-style-type: none"> <input type="checkbox"/> analyze <input type="checkbox"/> defend <input type="checkbox"/> debate <input type="checkbox"/> synthesize 	<ul style="list-style-type: none"> <input type="checkbox"/> persuade <input type="checkbox"/> hypothesize <input type="checkbox"/> support <input type="checkbox"/> justify 	<ul style="list-style-type: none"> <input type="checkbox"/> help students develop academic skills, especially in reading and writing <input type="checkbox"/> use activities that require analysis, hypothesizing, justifying and supporting
At every level of English proficiency:	Student, with appropriate accommodations, can access every level of Bloom's Taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating.		Teacher should scaffold instruction to help students reach higher levels of English proficiency. Teacher must set high expectations for student learning at all levels.

Title III Monitoring Visits

- K-1 students and students with ELDA scores of 3, 4, and 5 may not need to be served by ESOL teacher/paraprofessionals if they are performing well in their regular education classrooms.
- ESOL Students should only be pulled out of mainstream classroom instruction if they are receiving more instruction in English than what they would receive in their mainstream classroom.

Program Evaluation

- How did the district use the English Learner Program Assessment (ELPA), data from ELDA, PACT/PASS, HSAP, MAP, EOCEP, other assessments, and other data collected at the district level and school level by program administrators, teachers, principals, etc. to effectively evaluate programs and services?
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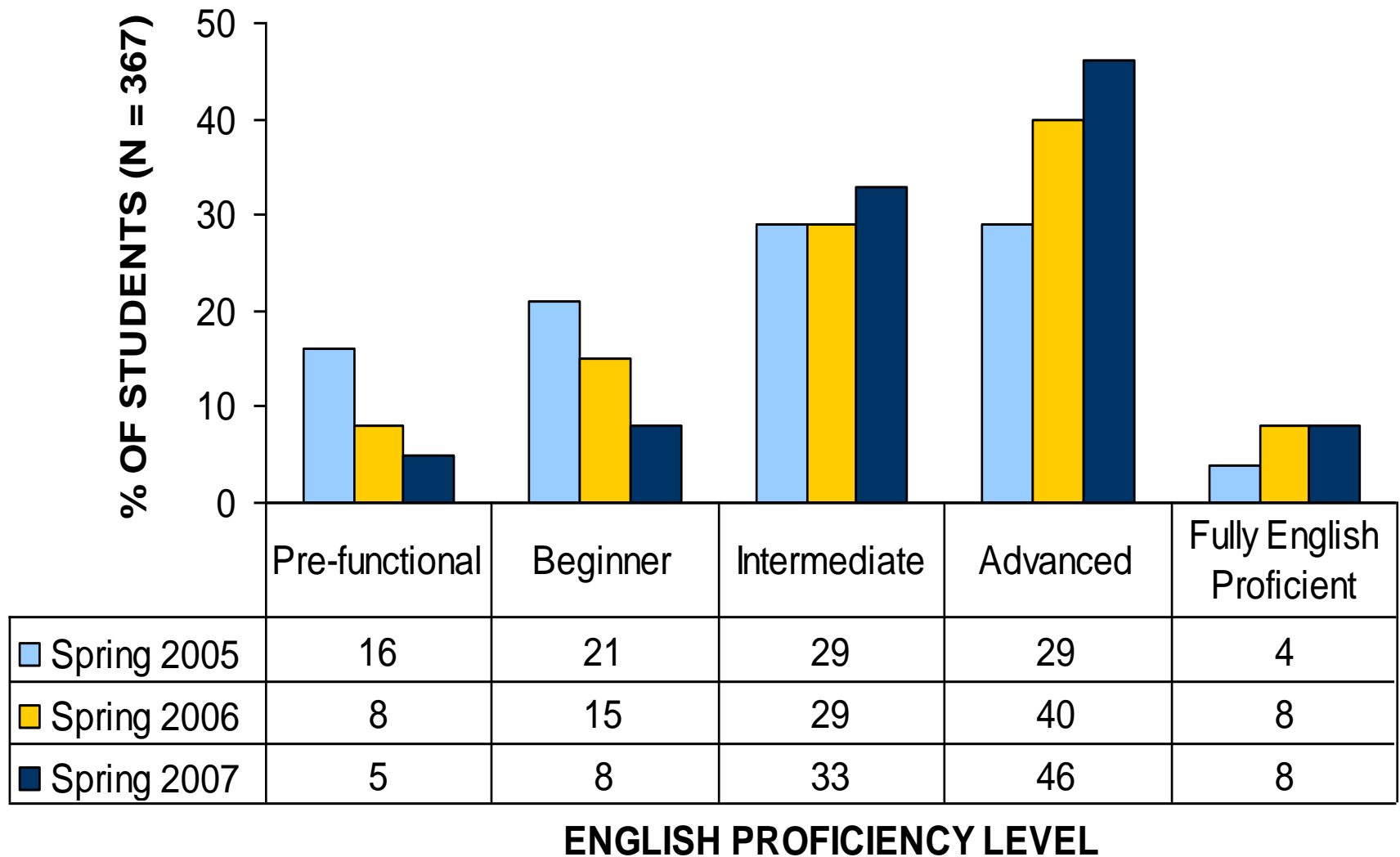
Program Evaluation

- How the LEA collected on-going formative and summative assessment data?
 - How that data was utilized to evaluate the effectiveness of ESOL programming?
 - How the LEA will address/fix any areas the program evaluation identified as not being effective?
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**English Learner Program Assessment (ELPA)
(Sample)**

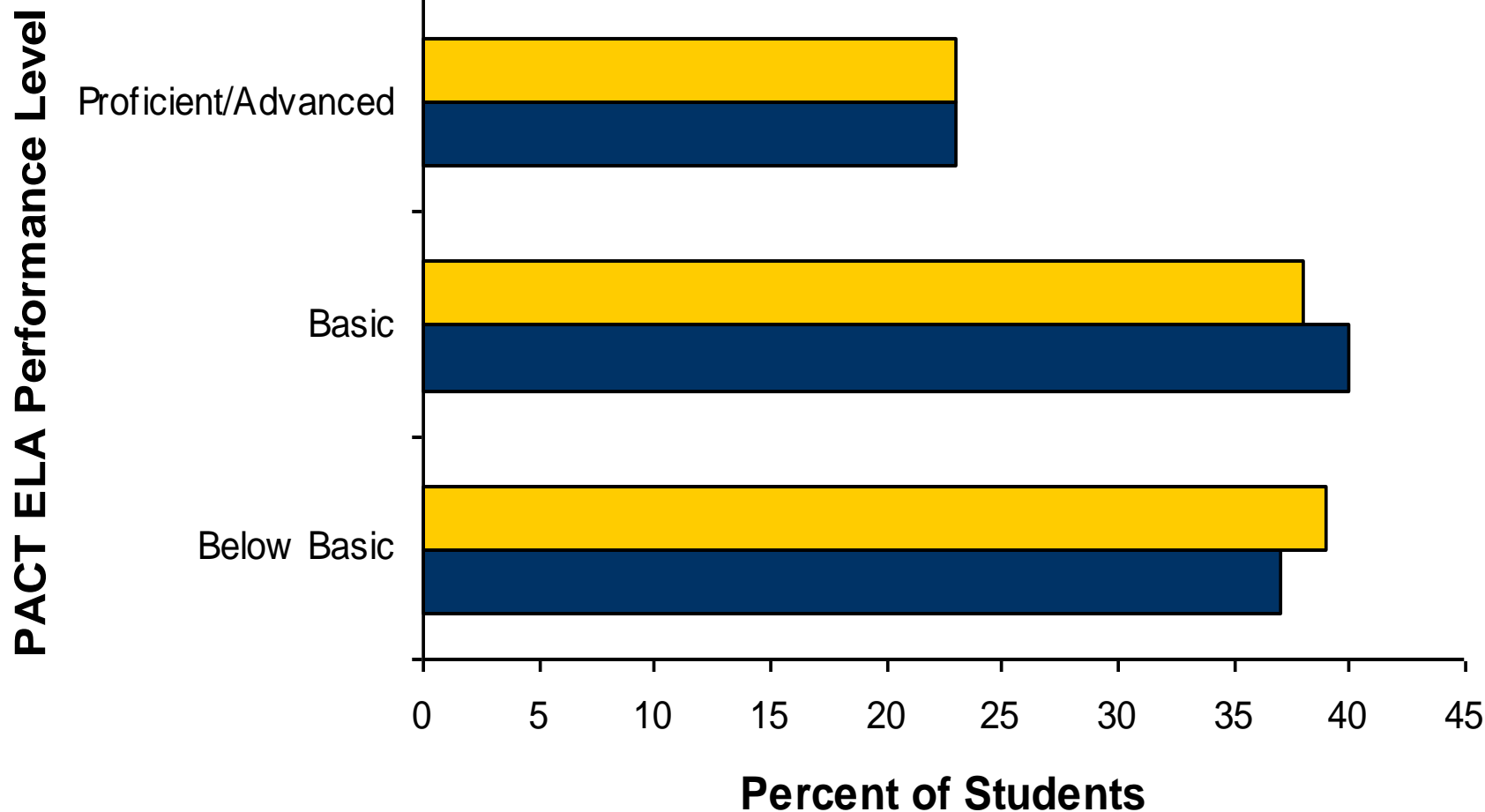
<i>Prior Year ELDA Improvement (Composite Score Change)</i>	<i>Number of Students in Prior Year</i>	<i>% of Students in Prior Year</i>	<i>Number of Students Most Recent Year</i>	<i>% of Students Most Recent Year</i>	<i>State Average Percent of Students</i>
	Improvement from 2006-2007		Improvement from 2007-2008		2007-2008
Made Progress	159	33.8%	188	40%	37.2%
Stayed the Same	262	55.6%	200	42.4%	44%
Regressed	50	10.6%	83	17.6%	18.8%

**Figure 1. LEA Student English Proficiency Progress – 2005 to 2007
(Sample)**



Spring 2007 ELA PACT Performance for ESOL students in LEA & South Carolina (Sample)

■ State ■ District



Accountability for AMAO

How does the district hold schools receiving funds accountable for:

- * Meeting AMAO
- * Making AYP
- * Annually measuring English proficiency

Program Evaluation

- Describe how your district will change and/or improve its program evaluation process.
- Describe how your district will address/fix any areas the program evaluation identifies as not being effective.

Technical Assistance



Title III/LEP AMAOs

Questions?

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